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ABSTRACT

This document is the program proposal for a graduate level course of study leading to the Doctor of Education degree in Educational Administration at Glassboro State College in Glassboro, New Jersey. The needs, assumptions, and objectives of this program are reported, as well as the admission and degree requirements. A listing of available courses is also given. (RA)

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GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

PROGRAM: EDUCATIONAL ADMINISTRATION

LEVEL: GRADUATE

INTENSITY: FULL-TIME OR PART-TIME WITH A RESIDENCY REQUIREMENT

DEGREE: DOCTOR OF EDUCATION

STATUS: NEW PROGRAM

SUBMITTED BY: DR. MAURICE G. VERBEKE
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EA 004 246

Glassboro State College Ed. D. in Educational Administration

Introduction

Glassboro State College, Departments of Elementary and Secondary Education, with the cooperation of the other departments of the College, supports a proposal for the College to offer a program for a Doctor of Education degree in Educational Administration. This program is designed to serve persons who wish to intensify their preparation for administrative responsibility in such positions as superintendency of schools, assistant superintendency, instructional supervisor, elementary school principalship, secondary school principalship, and administrator in higher education.

Specifically, the program is designed to qualify people for the position of Superintendent and Assistant Superintendent of Schools. It is an advanced professional program in education, extending graduate work beyond the master's degree, culminating in a New Jersey School Administrator's certificate as well as a Doctor of Education degree.

In addition, a person's program, by judicious planning, could be designed to prepare him for other positions in educational administration.

The aim of the program is to provide the student with skills in human relations, a thorough philosophical and practical knowledge of the areas of administration and supervision, and to assist him in the development of critical, analytical, and research techniques. It is open to prospective and practicing public school teachers with appropriate qualifications and to other eligible students who may wish such preparation.

Admission requirements, close advisement, advanced course work, study in interdisciplinary areas, extensive research and/or internship constitute significant components of this doctoral program.

Need for the Program

New Jersey, as well as the nation as a whole, faces extremely difficult educational challenges in the years ahead. The knowledge explosion, population explosion, social unrest, and financial difficulties are but a few of the challenges that must be resolved by the persons responsible for the education of the young people and the continuing education and/or reeducation of the adult citizens of our nation. As a result, the top school official of today needs training and experience in the latest approaches to efficient and effective school administration.

Because of the varied complexities of our modern school system--large, comprehensive, and changing--the Administrator is called upon to function in a quite different manner than has been heretofore necessary. His responsibilities are such that he wears many hats, functioning not only as an administrator and supervisor but also as the most visible and vulnerable administrator, responsive to and/or responsible for children, parents, public, industry, business, government, and higher education.

School Administration has long since passed the day when only technical skills such as budget making or plant maintenance are needed by the top administrators. More and more the essential aspect of the executive process is the sensing

of the organization as a whole and the total situation relevant to it. The concept of the character of the administrator's job is changing to one of leadership of education on a broad scale, including the human relations aspect. The top school administrator is the educational leader of his community and should be aware of all that this implies.

The New Jersey State Department of Education, as well as many other State Education Departments, is becoming more and more aware of the need for administrators who are able to cope with the changing scene. As a result, graduate educational training standards have been revised for those persons desiring to qualify as chief school administrators. This program has been designed with these points in mind.

Basic Assumptions to the Program

This Doctor of Education degree program is based upon some assumptions about the needs of the public schools, the needs of society, and the functions of the chief school administrator. They are:

1. That the needs of youth and adults, lay citizens, and the needs of society are key concerns in school administration.

2. That the theory and practice of new and successful administrative processes must be understood, implemented, and furthered by school administrators.

3. That the forces of society that affect the public school system are many and varied and must be recognized by the school administrator in developing programs consistent with the needs of these forces.

4. That all social organizations are held together by successful leadership. Knowledge of the dynamics of such leadership and the ability to apply it would seem to indicate the extent of success of the school as a social organization.

5. That successful school administrators must understand the content of human relations as it pertains to his position. Good human relations should be based upon a firm foundation of mutual respect, good will, and faith in the dignity and worth of human beings as individual personalities.

6. That the public school system is but one of the socializing forces of society and that the administrator must be cognizant of the role each of the other agencies plays in this socialization. Cooperation with all society agencies in developing successful educational endeavors is paramount.

7. That educational administration is not a pure science in itself and must draw on the relevant findings of other disciplines--psychology, sociology, political science, anthropology, business and public administration, and philosophy.

Glassboro State College Ed. D. in Educational Administration

Competencies Sought

It is necessary that efforts be made to define and standardize the knowledge and skills essential for competent performances of administrative responsibilities within the schools.

Even though empirical evidence to validate the relative importance of these competencies is lacking, preparatory programs should assure that administrators can demonstrate:

1. Understanding of the pressing social problems confronting society today, how these problems arose, the nature of their impact upon contemporary society, and the role of the schools in helping to relieve their adverse impact upon young people.

2. Understanding of the needs of children and youth growing into maturity in our society, the dynamics of personality development, and motivational systems that impel them to adopt particular behavior patterns.

3. Understanding of the nature of community structures, the governance of basic community institutions, and the development and perpetuation of social normative systems.

4. Skill in group leadership techniques and processes with special emphasis upon group decisionmaking.

5. Understanding of large-scale organizations, of the processes through which organizational change can be facilitated, of the dynamics of organizational structures as related to the achievement of organizational purposes, and of the techniques through which organizational problems can be identified and resolved.

6. Understanding of contemporary educational processes, programs, and techniques as well as current knowledge of the research and development which will improve them.

7. Understanding of technological developments designed to assist management and to facilitate instruction.*

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*The Education Professions: A Report on the People Who Serve Our Schools and Colleges - 1968. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1969, pp. 158-159.

Glassboro State College Ed. D. in Educational Administration

Objectives of the Program

Although details of this program must necessarily vary in keeping with the experience students bring into the program, the program is designed to achieve the following outcomes.

It should prepare the holder of this degree:

1. To show a concern for the development--social, intellectual, emotional, and physical--of all students in preparing an educational program that facilitates this development to the fullest extent.

2. To grasp the assumptions upon which the educational program and budget are built, the forces affecting the status of education in the community, and the structure of power within the community.

3. To provide the technical competence in the area of finance and business management in such a way that the maximum utilization of the resources and materials is achieved.

4. To be able to understand the nature, purposes, functions, and programs of the public schools and to be able to keep abreast of the current thought, research, and practice in the field of educational administration.

5. To use his knowledge of curriculum planning in such a way that the changes in curriculum are based upon long-range, consistent, sound principles.

6. To effectively instill skills necessary for a close interpersonal relationship with and among the group involved in the administrative endeavor; to urge the use of processes consistent with democratic values.

7. To be consistent in terms of basic education beliefs. To have considerable ability in discussing why he took certain past actions as a person (being especially cognizant of the special abilities and skills among his staff).

8. To have definite, personally understood convictions and to have the inclination to tenaciously follow the truth even though such action may not be personally beneficial to him.

9. To be able to interest people in and to stimulate their consideration of new ideas in education through the medium of communication, both as a speaker and as a listener.

10. To be well informed about significant social, political, and economic trends and events which affect education and to have a working knowledge of the important community agencies and forces affecting the operation of the public schools.

11. To be competent in showing over-all educational and/or instructional leadership by clarifying educational goals and by engaging in a vigorous program of curriculum and instructional improvement in relation to these goals.

12. To develop an increased professional stature by membership in major related administrative and educational organizations and by attendance and participation at professional meetings as well as continuing a substantial personal, professional reading program.

13. To develop a code of professional ethics which places the welfare of the individual student above all considerations. The interests of the teacher, parent, school board, lay citizen, and administrator should be subordinate to those of the child.

Special Elements in the Design

A master's degree (30 semester hours), with a minimum of fifteen (15) semester hours of professional education courses, taken in undergraduate or graduate work, is required for admission to the program. Sixty (60) semester hours of acceptable graduate work are required beyond the master's degree. Of these sixty semester hours, at least fifteen (15) semester hours must be taken in related disciplines outside the field of education. Also, fifteen (15) semester hours are utilized by research and/or internship.

The program requires (to fulfill school administrator certification requirements in New Jersey) at least one course in each of the following areas if not taken in previous graduate work:

School Administration
Educational Supervision
Curriculum Development

In addition, at least six (6) semester hours in Social and Group Processes are required. This is an important part of an educational administrator training program in today's society.

An important phase of this program is the requirement of a research project and/or internship, fifteen (15) semester hours are allotted for this phase. The 15 semester hours may be all research or a combination of research and internship. The candidate will conduct a field project relating to some phase of school improvement, within the boundaries of the Dissertation Seminar or Internship or the combination of both. This field study will be planned, implemented, evaluated, and reported under the direction of his advisory committee.

If the candidate's educational background is such that he cannot meet the minimal professional education requirements (15 semester hours), he will be expected to meet these qualifications before being allowed to apply for this program. An evaluation will be made of the student's program needs as soon as he is formally admitted into the program.

Each candidate will be assigned a program adviser after meeting all admission requirements. Potential candidates will confer with staff members directly concerned with this program before they can make formal application to program.

Near the completion of a candidate's course work a doctoral committee, composed of his program adviser and three qualified members of the Graduate Faculty, will be formed. A competent educational measurement specialist would be one of the four committee members. The purpose of this doctoral committee will be to administer an oral comprehensive examination after the candidate has successfully taken and passed the written part of the comprehensive examination, both in the major and related discipline area. This committee also would work closely with the candidate as he proceeds with his research project and administer a final oral examination on his dissertation at its conclusion.

An important, relevant element of this design is that a candidate will have an opportunity (if he so desires) to schedule courses and/or field experiences in the area of Urban Education. This could make up a substantial part of a candidate's program if his interest was in this all-important area.

A candidate's doctoral committee will be composed of four (4) Graduate Faculty and organized in this manner: a major adviser as head of the committee; two members from Educational Administration Faculty with one member being an educational measurement specialist; and a professor chosen from the related disciplines.

Admission Requirements

A doctoral program intended to develop educational administrators of outstanding promise must necessarily try to identify and admit candidates who show great potential. Pursuance of a doctoral program should not be viewed merely as an extension of the master's degree program. Primary requisites for candidacy are demonstrated competence and a high degree of aptitude for advanced study. Scholarly insight is a requisite for educational leaders capable of analyzing significant factors in developmental programs. Sustained application to research problems encountered during doctoral study and other demands of the profession require that the candidates for the doctoral degree possess qualities of intellectual, ethical, and emotional maturity.

Students will be admitted after careful study of their academic and professional experience. Acceptance as a candidate for this Doctor of Education program is based upon the following factors:

1. A master's degree from an approved graduate institution. Graduate students, who are formally admitted as degree candidates, will only be permitted to apply up to eight (8) graduate credits beyond the master's degree if taken as a doctoral candidate at an institution which grants doctoral degrees.

2. A standard New Jersey teacher's certificate or its equivalent from other states.

3. A minimum grade point average of "B" or 3.0, for all previous graduate work.

4. A minimum of three years of satisfactory teaching, supervisory, or administrative experience in schools.

5. Three letters of recommendation from school people with knowledge of candidate's qualifications.

6. An interview and positive recommendation of the program adviser and/or committee of the Educational Administration Faculty.

7. Approval of the Graduate Council.

8. Reference to the results of the following instruments in measuring the potential of a candidate:

   a. Graduate Record Examinations (Aptitude Test) -- combined score (verbal and quantitative) of 1000 or higher.
   b. Miller Analogies Test -- 50 percentile or higher using second-year graduate student norms.
   c. Watson-Glaser Test of Critical Thinking -- 50 percentile or higher using second-year graduate student norms.

Supporting Services

This program would be well supported by Glassboro State College resources. Presently, the college has graduate programs in Elementary and Secondary School Administration, Supervision and Curriculum Development, School Information Services, and many other programs closely allied with the proposed program in Educational Administration. Many of the courses to be taught in this program are existing ones taught by qualified personnel. However, many new courses to be taken by doctoral students only are being constructed.

The Savitz Library, from long service in many undergraduate teacher preparation programs as well as in twenty-four graduate programs, offers a variety of curriculum materials, books, documents, and pamphlets relating to the study of Educational Administration. Limited participation experiences are also available through the Glassboro State College Campus School. This facility is available also through the utilization of closed circuit television.

Glassboro State College has developed a cordial, cooperative relationship with the public schools of southern New Jersey. Because of this, experiences, useful in the training of top school administrators, are available in the immediate area. In addition, the Curriculum Development Council, which serves forty school districts and is staffed by the college, is available as a resource. The Office of Continuing Education has extensive skills and experience which would prove useful in this program. Other resources available are the Educational Media Services, Clinical Services (Reading, Speech, Psychological, and Learning Disabilities), Computer Services Center, Adult Education Resource Center, and the Educational Improvement Center.

The Glassboro State College staff is extremely well-qualified, maintaining a high percentage of doctorates (32%), with fifty per cent of its staff in

the Professor and Associate Professor ranks. In addition, 95 per cent of the faculty who teach graduate courses hold earned doctorates. Only full professors or associate professors are serving in graduate education except in rare cases where the instructor's qualifications are so unique that it would be unwise not to make use of his talents. The graduate school staff members are highly skilled and deeply experienced in school administration, supervision, curriculum, public school relations, and other areas where student experiences are desirable. Members of the other departments can provide studies in other disciplines, such as Sociology, Psychology, Communications, Political Science, and Economics.

A critical area in this proposal would be the availability of Professors who are well-grounded in Research Statistics. The college fortunately has people who are well-versed in this area and would handle this area of concern. In addition, library holdings would be a crucial area. The two proposal writers have attempted to "beef" up this area of concern over the past three years. Further additional publications would be essential for their utilization in this program. Possible utilization of other library resources in this area and/or other colleges could be explored.

Requirements for the Doctor of Education degree

A program encompassing approximately two or more full years of study beyond the master's degree is planned for each candidate. The concentration of study in the various areas will vary with the candidate's goals, background, and experience. Individual programs of study will be planned cooperatively with the assistance of his major adviser before beginning his graduate study. This candidate's program will meet the following requirements:

1. Course work. A minimum of forty-five (45) semester hours of acceptable credit beyond the master's degree is required. These semester hours will be proportioned thusly:
   a. Thirty semester hours in the Educational Administration, Group Processes, and Professional Education areas. At least one graduate level course in Statistics is required.
   b. Fifteen semester hours of graduate courses outside the field of education in the areas of disciplines such as: Sociology, Psychology, Political Science, Anthropology, Economics, Business and Public Administration, Philosophy, and Communications.

   A 3.25 graduate grade point average or above must be presented for course work involved in this program. Courses with "C" grades will not be counted toward the semester hours required for the doctoral degree. Course work taken after the master's degree and before formal admittance will not satisfy the course requirements of this program except as noted under transfer credit if person had been formally admitted to a doctoral program at another institution.

2. Research and/or Internship. Fifteen semester hours will be allotted for time spent in designing, implementing, and reporting a research project. If the candidate elects to take an internship, he will be expected to carry out a research project or report as part of this internship. Ten (10) semester hours will be allotted for two semesters of internship.

3. Time limit. A time limit of five (5) calendar years is allowed in completing the program (after being formally admitted to the program).

4. Attendance. Full-time attendance during two consecutive academic semesters must be completed to satisfy residency requirements. Other work may be taken as part-time work in the evening division and/or the summer sessions. An internship of one school year under a prominent school administrator in the field will be accepted in lieu of the residency requirement.

5. Transfer credit. No more than eight (8) semester hours of graduate work carrying a 3.25 grade point average from another doctoral degree granting institution (if candidate had been formally admitted to a doctoral program), earned after the master's degree, may be applied toward this program. These transfer credits must be compatible with the objectives of a candidate's program and be approved by the program adviser. These transfer credits must not have been earned more than five (5) calendar years prior to formal admittance to Glassboro's program.

6. Comprehensive Examinations. There will be a comprehensive examination administered to each candidate at the completion of all course work. This examination will be divided into two parts:

   a. A written examination covering both the area of specialization and the related discipline areas will be given. These may be given either as one examination or as two separate examinations. These examinations will be graded cooperatively by the four members of his committee.

   b. An oral examination covering the candidate's proficiency in the area of Educational Administration as well as the related disciplines. Three of the four committee members must vote positively after evaluating the candidate's proficiencies.

7. Dissertation. A student must successfully complete a scholarly investigation in his area of concentration and present an acceptable report to his committee. The plan for this project must be approved ahead of time by his committee. A final oral examination on the report will be administered by his committee at the conclusion of the study. Again, seventy-five (75) per cent or more of the candidate's committee must vote in a positive manner before the candidate will be certified as meeting all of the degree requirements.

Glassboro State College Ed. D. in Educational Administration

Graphic Description of Doctor of Education Program

SEGMENTS OF PROGRAM	REQUIREMENTS
Entrance Requirements	Teaching experience, M. A. degree, academic potential, recommendations, approval by program adviser, and Graduate Council.
Major	Areas in professional education where primary interest is in performance as a professional person in one or more of the many levels of Education's diversified professional content.
Major Advisers	Education Administration Section, may come from any or all education departments
Related Disciplines	General studies or minor in area of curriculum interest.
Related Discipline Advisers	Not in same department as major.
Comprehensive Examinations	Written and oral in major field and related disciplines.
Research and Statistics	Proficiency in designing, implementing, evaluating, and reporting a research study.
Residency	One year or two-semester internship.
Dissertation	Research in line with professional objectives.

Distribution of Courses

The following listing of courses will satisfy the course requirements of this Educational Administration Program. In this sixty (60) semester-hour program a minimum of thirty (30) semester hours are required in the Specialization area. Fifteen (15) semester hours are required in the Related Fields area while fifteen (15) semester hours are allotted for Research and/or Internship.

This program will also satisfy the course requirement for a New Jersey School Administrator Certificate (see last page of proposal).

These sixty (60) semester hours must be in addition to those required for a standard teacher's certificate and must include work in the starred (*) courses unless already taken in a Master's degree or above program.

Only graduate students who have been formally admitted to the doctoral program in Educational Administration will be permitted to take courses in the Ed. 700 series.

I. Specialization Area 30 S.H.

Administration and Supervision (12-18 S.H.)

	*Ed. 560	Public School Administration	2
	Ed. 521	Administration of the Secondary School	2
	Ed. 545	Elementary School Administration	2
	Ed. 522	Supervision of Secondary Education	2
	*Ed. 546	Supervision and School Leadership	2
	Ed. 551	Techniques of Elementary School Supervision	2
	Ed. 547	Modern Curriculum Theory	2
	Ed. 550	Public School Curriculum	3
	*Ed. 580	Fundamentals of Curriculum Development	3
	Ed. 534	School Buildings and Grounds	2
	Ed. 535	School Finance and Records	2
	Ed. 559	School Law for Administrators and Supervisors	2
	*Ed. 501	Procedures and Evaluation in Research	3
	*Ed. 561	Statistics in Educational Research	3
	Ed. 596	Organization and Administration of Student Personnel Services Program	2
(new course)	Ed. 704	Decision Making-Simulation (Seminar)	2
(new course)	Ed. 705	Independent Study in Educational Administration	3

Social Group Processes (6-12 S.H.)

	Ed. 623	Social Psychology	3
(new course)	Ed. 636	Human Relations in Education	3
(new course)	Ed. 637	Administrative Behavior (Seminar)	3
(new course)	Ed. 639	Politics and Education	3

I. Specialization Area (continued)

Elective Area (6 - 12 S.H.)

Appropriate courses relating to administration may be selected from the graduate courses listed, if approved by the major adviser. Since a student's previous educational background may be such that he can not meet the minimal semester-hour requirement, he may have to elect more courses to conform to this standard. S.H.

	Ed. 555	Psychology of the Handicapped Child	3
	Ed. 651	Introduction to Learning Disabilities	2
	Ed. 610	Employer-Employee Relations	2
	Ed. 502	Foundations of Education	3
	Ed. 503	Principles of Guidance	2
	Ed. 507	Guidance and the Curriculum	2
	Ed. 511	Child Development (Advanced)	2
	Ed. 512	Educational Psychology	3
	Ed. 527	History and Philosophy of Education	2
	Ed. 524	Emerging Concepts of Secondary School Curriculum	2
	Ed. 533	Tests and Measurements	3
	Ed. 536	Elementary School Curriculum	2
	Ed. 586	Psychology of Motivation and Learning	2
(new course)	Ed. 638	School Business Administration	3
	Ed. 618	Theory and Practice in Adult Education	2
(new course)	Ed. 701	Advanced Social Foundations (Seminar)	3
(new course)	Ed. 702	Advanced Educational Philosophy (Seminar)	3
(new course)	Ed. 703	The Junior-Community College	2
(new course)	Ed. 706	Education in Large Urban Areas	3
(new course)	Ed. 707	The Development and Use of Educational Technology	3

II. Related Fields 15 S.H.

	Comm. 500	Mass Media and Public Opinion	2
	Comm. 501	Techniques in Communication	3
	Comm. 503	School Public Relations	3
(new course)	Soc.St.650	Humanities: Man's Perception of Man	3
	Soc.St.511	History of American Political Thought	2
	Soc.St.521	Contemporary Social Problems	2
	Soc.St.538	The American Economy in Operation	2
	Soc.St.542	The Sociology of Child Development	2
	Soc.St.543	History of Sociological Thought	2
	Soc.St.548	Relations of the Public School With Institutions and Agencies of New Jersey	2
	Soc.St.558	Cultural Anthropology	2
(new course)	Soc.St.651	Problems and Economics of an Urban Society	3
(new course)	Soc.St.652	Principles and Structures of Public Administration	3
(new course)	Phil. 601	Contemporary American Philosophy and Society	3
	Sci. 508	History and Philosophy of Science	3
	Sci. 509	Outdoor Resources and Recreation	3
	Eng. 650B	English Seminar-Black Literature in America	3

III. Research 15 S.H.

(new course) Ed. 700 Dissertation Seminar and/or Internship 15

New Course Descriptions

S.H.

Ed. 636 Human Relations in Administration 3

The nature, scope, and methods of democratic human relations are discussed. Theories of change in human behavior and relationships are evaluated in the light of principles of human conduct. Informal and formal structures of organization and communication are also surveyed.

Ed. 637 Administrative Behavior (Seminar) 3

Theoretical concepts and empirical research relating to administrative behavior in organizations, with special reference to educational organizations are reviewed.

Ed. 638 School Business Administration 3

Nature of financial management, financial accounting, business management, financial reports, insurance, salary schedules, indebtedness, budgetary procedure, school budgets, audits, and pupil transportation are analyzed in depth.

Ed. 639 Politics and Education 3

Problems relating to power structure, decision-making, pressure groups, and professional influence in the formulation of public policy in education at the local, state, and national levels are considered.

Soc.St. 651 Problems and Economics of an Urban Society 3

Emphasis will be on the social phenomena of the contemporary urban scene; the problems of mass society (and their possible solution), mass organization, mass communication, and regional independence.

Soc.St. 652 Principles and Structures of Public Administration 3

The study of public administrative principles and organizations are considered. Problems relating to internal governmental administrative structures and to interactions between organization and its environment are emphasized. Analysis is made of personnel and policy procedures, of administrative communication methods, and of other management techniques.

S.H.

Phil. 601 Contemporary American Philosophy and Society 3

This course focuses upon the philosophic issues which under lie contemporary problems in American society. Classical and contemporary literature in social philosophy are made relevant through analysis and application to selected current problems in American life.

Soc. St. 650 Humanities: Man's Perception of Man 3

This in-depth study discusses patterns of relationship from ancient Greece to the present among philosophy, literature, architecture, sculpture, painting, and music -- all against a backdrop of historical events.

Ed. 700 Dissertation Seminar and/or Internship 15

A research project for the improvement of a program in administration and supervision must be carried out under the direction of the student's major adviser. Candidates who elect to serve an internship under a selected school administrator will be given five (5) semester hours credit for each of the two semesters out on the internship. Activities appropriate to the role of an administrator will be included in the internship under the supervision of the candidate's major adviser. It would still be the candidate's responsibility to carry out a research project even though he elected to serve an internship. However, it is recommended that the candidate carry out his research project as part of the internship.

Ed. 701 Advanced Social Foundations (Seminar) 3

A critical examination of educational and behavioral research focusing upon the allpication and misapplication of data and findings to educational issues and problems.

Ed. 702 Advanced Educational Philosophy (Seminar) 3

Educational concepts, goals and policy are related to particular philosophic roots and applied to selected current issues in education.

S.H.

Ed. 703 The Junior-Community College

A survey of the trends related to the organization and program of the two-year college. The course will deal with:

1. The origin and history of the Community College
2. The structure of the Community College Curriculum
3. The purposes of the two-year college
4. Social pressures and implications related to the Community College
5. The relationship of the Community College to other forms of Higher Education
6. The nature of the Community College student
7. Administrative theory and organization in relation to the Junior College.

This experience is general in nature, and based on the assumption that an understanding of the development, role, purpose, and nature of the two-year college will promote more effective behavior as a future member of the Junior College community.

Ed. 704 Decision Making -- Simulation (Seminar) 2

This seminar will use the case study approach to decision-making as it relates to school administration. Techniques such as the in-basket study, gaming, and role-playing are considered. Modern technological devices will be utilized.

Ed. 705 Independent Study in Educational Administration 3

This field-based course will explore on-going administrative and educational situations in depth. Each student will be expected to carry out an investigation such as a school district survey or a middle school evaluation. Other situations having relevance to educational administration may be explored.

Ed. 706 Education in Large Urban Areas 3

A study of factors affecting education in our major cities with special attention to the "culturally disadvantaged". Lectures by outstanding authorities, discussions, independent study, and field studies will be used to acquaint graduate students with the dimensions of education in urban society.

Ed. 707 The Development and Use of Educational Technology 3

Theory and practice of the utilization of educational and managerial hardware and software such as the computer, programmed instruction, data-processing machines, etc. in real educational and administrative situations under expert supervision.

SCHOOL ADMINISTRATOR

This endorsement is required for the position of Superintendent of Schools. The holder of this endorsement may also serve as Assistant Superintendent of Schools, or Principal. The requirements for this endorsement are:

I. A standard New Jersey teacher's certificate or its equivalent and three years of successful teaching experience.

II. A master's degree from an approved institution.

III. Successful completion of one of the following:

A. A curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement

OR

B. A program of college studies in the areas listed below, including 30 semester-hour graduate credits in addition to those required for the standard teacher's certificate, and including study in each of the starred areas.

*(1) School administration. Included may be studies in such areas as general school administration, elementary, secondary, and vocational administration, school law, school finance, school plant planning and design. These studies may be in either separate or integrated courses.

*(2) Educational supervision

*(3) Curriculum development; a course in general principles of curriculum development, or a combination of specialized courses covering both (a) elementary and (b) secondary, vocational, or adult programs

(4) The learner and the learning process

(5) Academic disciplines related to school administration such as anthropology, business or public administration, economics, government, intercultural relations, group dynamics, psychology, sociology, labor relations, law, and community organization

A doctor's degree in educational administration, or completion of an approved two-year graduate program for the preparation of school administrators leading to the specialist in education certificate or similar diploma or degree, in an N. C. A. T. E. accredited institution, will be accepted as meeting the college study requirements indicated above.

IV. Successful completion of three years of educational administrative or supervisory experience, under a New Jersey administrative or supervisory endorsement or its equivalent, when spending at least half time in administrative or supervisory duties.